

APPENDIX E: STUDENT GROUNDRULES

STUDENT NEGOTIATION GROUND RULES

1. Students are divided into 6 negotiation teams consisting of 3-4 persons each for a total of three government and three contractor teams.
2. The composition of each negotiation team will stay the same as students will stay on the same negotiation team throughout the course. However, team assignments will rotate between government and contractor everyday.
3. Students should assume that all negotiations take place in the offices of the buyer or government. Consequently, the government negotiation team has the responsibility to setup up the classroom in type of bargaining table configuration they feel will be most conducive to negotiation success and win/win outcomes.
4. Every team will consist of (at a minimum) chief negotiator and observer. **Every student (team member) is required to play the role of the chief negotiator and observer at least once.** Other team positions, such as price analyst or technical representative, can be assumed as the situation dictates. Students decide among themselves who plays what negotiating roles.
5. No one team member is considered the formal team leader. However, during the bargaining session the chief negotiator speaks for the team when addressing the other side. During the preparation phase and negotiating session breaks, **decisions should be derived from a majority of the team members to include the observer.**
6. Only the chief negotiator should negotiate at a bargaining session. Other team members (except the observer) can only speak if permitted to do so by the chief negotiator. In this sense, the chief negotiator serves as a chair person and may "give the floor" or recognize another team member when deemed necessary. This is particularly useful when another team member has the expertise in a specific negotiation issue. However, the chief negotiator does not have the authority to give an **open invitation** to other team members to speak even when other team members are better negotiators. The major focus of the course is to give everyone the opportunity to negotiate. **Moreover, chief negotiators who may not be as good as their team members need the practice even more.**
7. The observer is not allowed to say anything to the other side, or in any way, participate in the actual bargaining. The observer fully participates during the preparation phase and during breaks in the bargaining session. The observer is also allowed to pass notes or whisper to team members. **However, the observer is never allowed to address the other side.**
8. The observer is required to complete the "Observer Handout" for each negotiation and share the observations during the critique. The observer should comment on both good and bad performance **of both sides** focusing on adherence to the bargaining techniques. **Observing mistakes is particularly useful because students can learn from negotiating mistakes. The observer should also reinforce good behavior by noting positive performance. Observers turn in completed handouts to the instructor at the conclusion of the negotiations they observe.**
9. The observer is also required to complete the **"Preparation Guide" prior to the negotiation.** Completing this guide assists the negotiation team to better plan for the upcoming exercise. The "Preparation Guide" is returned to the instructor at the conclusion of the classroom critique.

10. **Other team members**, such as the price analyst & technical representative, **do not speak to the other side unless they are given the opportunity by the chief negotiator.** During the negotiation session, they generally communicate to the chief negotiator by whispers, notes, or non-verbal clues.
11. Although team members have their assigned internal roles, (such as chief negotiator, price analyst, etc.), they may present themselves to the other side by whatever titles they deem most advantageous to their negotiating position. For example, negotiators can use the titles of company president, sales manager, contracting officer, etc.
12. Chief negotiators can request a break in the action at any time to assess a position, confer with other team members, or break an impasse by obtaining the permission of the other side. Generally, there is no need to take a break during the classroom negotiation just to "rest."
13. Although each side has more information about their position than the other side, the information available to one side should not contradict what is available to the other side. Nevertheless, team members will have to make assumptions about each case. Team members will have to invent and, when necessary, state their assumptions to the other side. Students should adhere to Rule 2 (Aim High) and make positive assumptions about their particular negotiating position. However, assumptions should also be reasonable and realistic so as not to unduly favor their position. For example, if a team had to assume an interest rate for a certificate of deposit, an assumption in the 7 to 8 percent range would be positive and also realistic. Whereas, a CD interest rate of 20 percent would be totally unrealistic and unreasonable.
14. **ALL TEAM MEMBERS SHOULD PLAY THEIR ASSIGNED ROLES TO THE MAX.** This attitude insures the maximum learning opportunity. Students who engage in horseplay or are less than serious not only reduce the learning experience for themselves, but for the other the members from both the government and contractor negotiating teams. **STUDENTS WHO CLOWN AROUND OR ARE NOT SERIOUS ABOUT THE MOCK NEGOTIATIONS PLACE THEIR GRADES AND EVEN THE ULTIMATE COURSE COMPLETION IN JEOPARDY.**
15. Negotiation teams should not discuss the case with other teams. Negotiation is a behavioral science and what works for one group may not necessarily work for another team. Moreover, teams should develop their own individual solutions and not rely on the ideas of other teams.
16. Students should be encouraged to take their time and use the allocated negotiation time to bargain win/win outcomes. Students finishing early will be required to negotiate another case or complete Price Negotiation Memoranda.
17. **Since group preparation time is limited, students should individually read their cases the night before and be ready to discuss the case with their groups.** Failure to prepare the night before will be viewed as a lack of full participation and be reflected in lower class participation scores.